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ABSTRACT

This document, an elaboration on "The Report of The Task Force on Teacher Education," presents extracts of most of the specific items from that report, recasts them, and elaborates on them in an effort to prepare the way for the implementation of that original report. The preparation of this document was guided by two objectives: (a) to structure a more comprehensive pattern of goals or objectives for a new thrust in teacher education in Wisconsin and (b) to add supplementary materials to the original report that can be used to assist in the implementation of the total plan. Included is a schematic diagram of the major emphases for inclusion in a projected teacher education program. This diagram is divided into sections for the preclinical program, the clinical program, and the residency program. Two reported major changes from the traditional program that are included in this schematic presentation are early and continuous use of a wide range of direct experiences and some kind of continuous competency evaluation including both personal and professional assessment. Also included in this document are sections on instructional patterns and curriculum content, support systems, arrangements and procedures, alternatives, intermediary stages, basic ideas relevant to the report, policy and program issues, and inservice teacher education. (JA)

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WISCONSIN IMPROVEMENT PROGRAM

A Resource Paper

For

IMPROVING TEACHER EDUCATION IN WISCONSIN

An Elaboration of
The Report of the Task Force On Teacher Education

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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I N T R O D U C T I O N

The Task Force on Teacher Education of the Wisconsin Improvement Program was appointed in 1971 to develop potential future directions for teacher education. The members of that Task Force achieved this objective, and that proposal was disseminated for debate, discussion, and recommendation. Based upon input received from all segments of the educational community, this elaboration of the original report attempts to refine and develop concepts in the previous report and revise other concepts, such as the residency, in light of developments since the original report. It is the hope of the Wisconsin Improvement Program that the concepts in this elaboration will receive serious consideration by many interested groups and organizations. It is also our hope that this plan, or parts of the proposal, will eventually be implemented cooperatively through Wisconsin schools and institutions.

Our gratitude is extended to Dr. L. O. Andrews, Professor Emeritus of the Ohio State University for this development and elaboration of the original Task Force Report. His expertise in the field of teacher education should not only make this document a benchmark in the field of teacher education, but should also provide a realistic framework for the improvement of programs in teacher education. A special word of thanks, too, to Dr. Dan McAllister, Associate Executive Secretary, for his many hours of effort in coordinating the thoughts and ideas of many colleagues as we look to the future in teacher education.

James C. Stoltenberg
Executive Secretary

IMPROVING TEACHER EDUCATION IN WISCONSIN

An Elaboration of
The Report of The Task Force on Teacher Education

Wisconsin Improvement Program

"The Task Force on Teacher Education was appointed to develop potential future directions for teacher education." The resultant short document, The Report of The Task Force on Teacher Education, represented a significant accomplishment, which effectively highlights some special components for a new thrust toward the improvement of teacher education in Wisconsin. This present statement extracts most of the specific items from that report, recasts them and elaborates on them in an effort to prepare the way for the implementation of the original report. The preparation of this paper was guided by these two objectives:

1. To structure a more comprehensive pattern of goals or objectives for a new thrust in teacher education in Wisconsin. A program outline has been stated more succinctly and in slightly more general terms, hopefully to permit the acceptance of this schematic pattern as a long-range goal by the Wisconsin Improvement Program and the State of Wisconsin. With such acceptance, all involved institutions in the state could begin efforts to move in this direction both individually and collectively, and with some confidence in the relevance between each individual program component and the total long-range objectives.

2. To add supplementary materials which can be used to assist in the implementation of the total plan. Due regard has been taken to provide for program alternatives, intermediary stages, together with issues deserving of study and resolution.

This elaboration of the original report includes the following sections:

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A SCHEMATIC DIAGRAM OF THE MAJOR EMPHASES TO BE INCLUDED IN A PROJECTED TEACHER EDUCATION PROGRAM

PRE-CLINICAL PROGRAM:

1. EARLY IDENTIFICATION OF TEACHER EDUCATION STUDENTS (TES). MORE SELECTIVE CRITERIA.

2. ORIENTATION SESSIONS ON REQUIREMENTS. IN-SCHOOL AND COMMUNITY EXPERIENCES.

3. DEMONSTRATION BY TES OF ADEQUATE BASIC SKILLS: READING, SPEAKING, WRITING.

4. ADDED STUDY AND EXPERIENCES FOR EACH TES AS NEEDED TO MEET IDENTIFIED COMPETENCY LEVELS.

5. EXTENSIVE CONTACT WITH YOUNG PEOPLE IN FORMAL AND INFORMAL SETTINGS. (HUMANISTIC APPROACH)

6. CONTINUOUS EVALUATION OF EACH TES. LOW POTENTIAL TESs URGED TO DROP PROGRAM.

7. SMALL GROUP ANALYSIS OF EXPERIENCES -- DEVELOP EDUCATIONAL PHILOSOPHY AND ABILITY TO DIAGNOSE EDUCATIONAL SITUATIONS AND PUPIL NEEDS.

8. ACADEMIC AND PROFESSIONAL COURSE WORK RELATED TO EXPERIENCES.

9. PROFESSIONAL STUDIES RELEVANT TO AND PRIOR TO CLINICAL ASSIGNMENTS.

10. EMPHASIS ON IMPROVED INSTRUCTION IN GENERAL EDUCATION AND TEACHING SUBJECT COURSES.

CLINICAL PROGRAM:

1. CLASSROOM RESPONSJBILITIES ASSUMED BY TES UNDER SELECTED PRACTITIONER.

2. OPPORTUNITY FOR TES TO PLAN, DIRECT, AND EVALUATE LEARNING.

3. CONTINUOUS EMPHASIS ON UNDERSTANDING OF RELATIONSHIP BETWEEN THEORY AND PRACTICE.

4. SCHOOL-COLLEGE STAFF TEAMED FOR INSTRUCTION OF METHODS COURSES.

5. COMPETENT PROFESSIONAL SUPERVISION OF CLINICAL EXPERIENCES.

6. CLINICAL EXPERIENCE REPEATED IF COMPETENCY LEVEL NOT ACHIEVED.

7. MINIMUM COMPETENCE LEVEL ACHIEVED IN TEACHING SUBJECT AREAS.

8. ONE-YEAR PROVISIONAL CERTIFICATE GRANTED ON COMPLETION AT SATISFACTORY LEVEL OF ALL PROGRAM REQUIREMENTS.

9. JOINT EVALUATION AND RECOMMENDATION FOR CERTIFICATE BY SCHOOL-COLLEGE TEAM WORKING WITH EACH TES.

10. SPECIAL EMPHASIS THROUGHOUT ON STUDY IN THE RELATED ADVANCED BEHAVIORAL SCIENCES AND THE TEACHING SUBJECT AREAS CORRELATED WITH CLINICAL EXPERIENCES.

11. EACH TES GIVEN OPPORTUNITY TO LEARN AND PRACTICE SELF-RENEWAL TECHNIQUES DURING CLINICAL PRACTICE.

RESIDENCY PROGRAM:

1. APPROVED TEC APPOINTED A RESIDENT IN A SPECIALLY SELECTED SCHOOL APPROVED BY LOCAL EDUCATIONAL ASSOCIATION, BOARD OF EDUCATION, AND COLLEGE.

2. RESIDENCY: A PLANNED PROFESSIONAL GROWTH EXPERIENCE, LESS THAN A FULL-LOAD, TEAMED WITH SELECTED PROFESSIONAL PRACTITIONERS FOR ONE YEAR.

3. RESIDENT ASSIGNED FROM 50-80% OF A REGULAR BEGINNING TEACHER'S LOAD (PILOT STAGE).

4. EACH RESIDENCY DESIGNED TO INCLUDE SOME FULL-RESPONSIBILITY INSTRUCTION, PREPARATION TIME, INDEPENDENT STUDY, CONFERENCES, SEMINARS, AND FLEXIBILITY FOR PROGRAMED EXPERIENCES.

5. RECOMMENDATION FOR PROFESSIONAL CERTIFICATE BASED ON JOINT EVALUATION BY COOPERATING TEACHERS, PRINCIPAL, AND COLLEGE STAFF MEMBERS.

6. EVALUATION OF THE RESIDENT BASED ON PERFORMANCE CRITERIA ESTABLISHED BY THE EVALUATION TEAM WITH THE RESIDENT.

7. A RESIDENT NOT APPROVED FOR PROFESSIONAL CERTIFICATION WOULD BE ELIGIBLE TO APPLY FOR A SECOND RESIDENCY.

8. DURING PERIOD OF PILOT PROGRAMS, RESIDENTS' COMPENSATION ALLOCATION WOULD BE THE SAME FRACTION OF STATE MINIMUM SALARY AS LOAD FACTOR IS FRACTION OF NORMAL BEGINNING TEACHER LOAD.

9. DURING PILOT PROGRAMS, RESIDENT TO RECEIVE 90% OF COMPENSATION ALLOCATION AS SALARY WITH 5% FOR LOCAL IN-SERVICE AND 5% TO WISCONSIN IMPROVEMENT PROGRAM CONSORTIUM.

10. FINANCIAL SUPPORT AND LOAD FACTORS FOR REGULAR, CONTINUING RESIDENCY PROGRAM WOULD BE BASED ON THE FORMULA FOR STATE SUPPORT TO RESIDENCY SCHOOLS.

11. UNDER CONTINUING RESIDENCY PROGRAM INEXPERIENCED TEACHERS FROM OTHER STATES WOULD BE ASSIGNED AS RESIDENTS BEFORE RECEIVING PROFESSIONAL CERTIFICATES.

INSTRUCTIONAL PATTERNS AND CURRICULUM CONTENT

The above schematic presentation of goals and objectives carefully avoids prescriptions on two major components of a professional curriculum: organization for instruction and learning, and specific requirements as to the actual content to be learned. Under an "approved program approach," as is in use in Wisconsin, a college or university has considerable freedom in both areas as it designs a curriculum to be submitted for state approval.

Several factors in the current scene probably should be studied and weighed very carefully as curriculum designers prepare to make many important decisions. Traditional instruction in the usual professional course patterns has been demonstrated as having had disturbingly little influence on beginning teachers' competence in the classroom. Therefore, carefully designed changes are in order.

Two major changes have already been built into the above scheme: early and continuous use of a wide range of related direct experiences, and some kind of continuous competency evaluation including both personal and professional assessment. Also, it would be assumed that with the richness of program opportunity in the above scheme, much individualization of instruction and learning would result. Faculties will need to decide the extent to which they will move toward complete Competency Based Teacher Education (CBTE) instructional patterns, and the extent that older courses, therefore, will be changed.

Most teacher educators would agree that regardless of the decision on CBTE, all faculties should work toward much greater specificity and clarity of learning objectives; toward more opportunity for teacher education students (TESs) to demonstrate their own competency on specific learning objectives before going through a given instructional-learning experience; and more use of the media, simulation and the newer protocol materials.

But, however a college decides to organize the curricular experiences for their TESs, the results of the total professional learning process shall increasingly be judged by the evidences that can be obtained of the prospective teacher's effectiveness in the classroom and in achieving desired learning in their pupils.

Examined in this light, college faculties and students together should become investigators and implementors of improved designs for the educative process.

Currently most educators are fully aware of the societal pressures upon schools to take over the roles of other institutions and thus to perform for society prodigious feats of learning, growth and change in their pupils and graduates. Perhaps, not so often recognized is the fact that similar pressures are at work on teacher education. The desired roles of the teacher multiply steadily, and many special interest groups continuously press for greater knowledge (and often special skills) in a wide variety of added areas -- many relatively new ones. Examples are: ecology, drug addiction, civil rights, nutrition, physical fitness, school law, and all teachers to be teachers of reading.

Another group of areas more closely related to professional roles and interpersonal relations may also be listed: knowledge and understanding of communications theory, human relations, group development, intergroup interaction, leadership roles and skills, community power structures, and personality theory and dynamics.

In addition, numerous special emphases are advocated for all teachers; and the list grows steadily. Few would deny the value of these special emphases and opportunities, but also few would expect that any one college would include all or even many of them, except perhaps, as individual options. Some of the

alternative major experiences to substitute for or supplement required clinical experiences include: international experience, including student teaching abroad; major experience of living and working within some special minority group such as, black, American Indian, Chicano; first hand contact with a range of several social and health services in a given community; intensive and extensive experience with varied types of handicapped, exceptional children; and a series of experiences in varied socio-economic level communities and schools.

Especially since Sputnik, many of the leaders in various teaching subject areas have advocated that prospective teachers should have more comprehensive teaching majors, including selected subjects and skills in related disciplines. Examples would be the communications area for English teachers, linguistics for language teachers, broader contact with related sciences. At the same time both elementary, as well as secondary teachers, are urged to complete a more traditional major so that they are qualified to pursue graduate work in their teaching field.

No matter how long a program is required for certification, clearly a limit exists beyond which an individual cannot go as a student in the pre-service period of teacher preparation. Therefore, college faculties and curriculum designers, as well as practitioners in general and in special fields, must finally make some hard decisions -- what level of competence is going to be required; and what range of experience can be expected before certification. Such decisions will have significant effects upon the total curriculum plan for a given institution.

SUPPORT SYSTEMS, ARRANGEMENTS AND PROCEDURES

Programs which attempt to implement the projections of the Task Force Report can range from excellent teacher preparation to very poor opportunities

for professional development. Probably all would agree that the quality of faculty and their instructional efforts will have a major impact on results. But three other factors will have a significant effect on quality and must be taken into account at the earliest stages by program designers.

The first is the total setting of the college, including the nature of the community and the surrounding area, plus many other characteristics. A second is the nature of the student body; where they come from, their socio-economic backgrounds and social mores, and especially where the graduates tend to go to take teaching positions.

A detailed analysis of information about these two areas is most important, but does not in and of itself always limit or support strong programs. The critical factor is what is done with this knowledge. A teacher education program of the type projected here needs a variety of support systems -- the third of these critical factors. The comprehensive effectiveness of these support systems may often determine to a very large degree whether the program can actually be completely implemented and the extent to which the experiences and the learning reach high quality levels. The following outline will suggest many aspects of support systems and related management matters:

I. General Concerns

1. Local conditions, including density of population, geography, number of TESs, etc., will influence the design and arrangements for clinical experiences and residencies.
2. School-college approved clinical teachers shall be assigned to work with pre-clinical, clinical and residency TESs.
3. Preparation and orientation programs shall be established for teacher educators (both school and college) who will work with TESs in field laboratory situations.

4. All classifications of educational personnel having a major concern for teacher education shall share in developing and evaluating teacher education programs: school administrators and teachers; college students, faculty and staff; school boards; leaders of professional organizations; state department personnel; plus the general public.

II. Off-campus

1. Regional learning centers will become the locale for much of the TESs' professional learning (both professional content and direct experiences for pre-clinical, clinical students, and some residents).

2. Methods courses will usually be team taught (utilizing both school and college personnel) in close proximity to the TESs' experience assignments, thus to facilitate within the TES the personal integration of theory, concepts, knowledge, and performance skills.

3. In the design for a resident, the "team" shall usually consist of two approved clinical teachers and one resident. School size and staffing patterns will cause this to vary considerably: sometimes one teacher and one resident, and sometimes three or more teachers and one resident.

4. The W. I. P. Consortium shall provide suggested patterns of both performance criteria and evaluation procedures for assistance to local teams responsible for continuing and final evaluation of residents.

III. Structures

1. In some areas of the state a consortium of several colleges and numerous schools systems will probably evolve to facilitate the operation of off-campus regional learning centers of various sizes and complexities.

2. Increasingly school systems should designate a central office staff member as the coordinator of teacher education services. Similarly

many schools, used extensively as teacher education laboratories, will designate such a coordinator, who in large schools may be someone other than the principal.

3. With leadership from the W. I. P. Consortium several levels of coordinating structures should be designed and established. Examples might be:

   A. Coordinating Committees in schools, clinical practice centers or teacher education centers, local areas or schools districts.

   B. Regional Teacher Education Councils, usually multi-institutional, but some may be for a single college.

   C. W. I. P. structures and adaptations for state leadership.

4. Coordinating structures may include several functions, such as:

   A. Policy making -- often covering all levels of teacher education.

   B. Program development for teacher education.

   C. Coordination of operations and evaluation procedures.

   D. Problem solving (often by executive committees operating under rules formulated by the parent body.)

   E. Facilitation of in-service teacher education activities.

   F. Development and approval of formal contracts.

5. Coordinating committees shall include representatives of all groups of personnel involved in the relationships established for the specific area covered by the arrangement.

6. Coordinating councils and policy making bodies shall include representatives of all groups affected by and having a major interest in teacher education, as in I. 4. above.

ALTERNATIVE PROGRAMS

As suggested above, the projected program permits colleges to design various approaches for reaching part or all of the goals. Colleges differ greatly in the

size of their teacher education enrollment, in the adequacy of their field laboratory, in their human and material resources, and in their desire and capacity to offer the complete projected program. Therefore, each college must take factors such as these into account in deciding on the extent of its teacher education program and on its design.

Four different areas or types of alternatives have been identified, and each will be presented briefly here. Numerous other adaptations are possible and it is assumed that some of them will be selected for elaboration by one or more of the colleges in the W. I. P. Consortium.

Variations in instructional-learning approaches - This area represents the greatest opportunity both for program alternatives and for innovations and research. Reports of new instructional projections, recently instituted programs, and a wide range of related research are appearing at an increasing rate. Faculties now have expanded opportunities for indepth study to develop new designs and to evaluate their own modifications and new approaches.

New procedures for formative evaluation make possible the gathering of many kinds of feedback to be used in constantly revising and improving on-going programs. With the new NCATE emphasis on studies of recent graduates, vastly increased attention is now being given to the whole area of the continuous evaluation of teacher education programs. In summary then, far more productive innovation in instruction and learning in teacher education programs is possible than was true even in the very recent past.

Some of the many different approaches to instructional-learning patterns would include: numerous different CBTE programs, several humanistically oriented approaches, the vast number of ideas contained in the nine elementary education model programs developed under grants from the Office of Education[1], a systems

approach to instructional design, and a great many recently revised patterns using the more traditional course framework.

Professional specializations - Many colleges have developed programs that are designed to provide TESs with a professional specialization that tends to cut across more traditional certificate areas. To bring this about the professional content and the related clinical experiences are designed to provide this special emphasis. Examples would be: team teaching, instruction in open classrooms, special competence to teach in inner city or any one of several other particular types of school communities, competence for several different levels of differentiated staff, study and experience with methods used for Individually Guided Education.

The extent to which professional specialization should be adopted generally is a real issue which is far from resolved. In a state such as Wisconsin, it would be assumed that a few colleges would elect to make a distinctive contribution in some specialization of this kind. Perhaps no college would move to one specialization for all its teacher education students, but several colleges may already have and might decide to add alternative programs for those students who wish to elect them. In any event, a curriculum leading to a specialization of this type might vary considerably from the typical professional requirements for all other prospective teachers.

Cooperative programs between colleges - A half century ago several other professions began requiring one, two, or three years of pre-professional college work, such as pre-law and pre-medicine. Later combined five-year degree programs appeared with agreements between institutions that students would begin a program of two years in one or more feeder colleges and then move to the professional program at another institution. More recently, advanced, professional graduate programs are being offered in which the student spends some

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time at each of two institutions.

If at some future time the projection of the Task Force should be shifted to include a graduate degree or even to include graduate credit for the residency, some of the private colleges not offering graduate work might develop cooperative arrangements with another institution. The two would then design a program to provide certain professional elements in one college and the completion of the program in another, with little or no loss of time or recognition by the student. The development of performance evaluation procedures should facilitate these shifts. The evolution of a truly professional teacher education program and professional degree might very well result in a variety of cooperative arrangements between institutions.

Programs for late entrants - Several colleges should, either singly or cooperatively, provide variants of the total program specifically to accommodate persons who wish to re-enter teacher education, or those who apply for admission at a later stage than the standard practice. To conserve resources a small number of re-entry points may be preferable to having persons seek to re-enter at any stage. On the other hand, if a college had moved to a CBTE program with precisely defined performance standards, a student should be able to demonstrate his capacity to meet performance levels on many modules and proceed ahead with those standards he had not met.

One such entry point might be to require a TES to satisfy a given college's performance criteria to enter the main clinical experience and then proceed normally. Another point might be a post-degree program for persons holding a bachelor's degree which did not include teacher education. Ideally, probably less than half of the member institutions should design and offer a post-degree program, which would require substantially all the professional competence of the regular program including the residency. The research shows clearly that

most persons who complete post-degree certificate programs are both more mature and more committed to teaching than typical undergraduates, and their record of service in the profession is generally very good.[2] Therefore, this group of strong applicants for teacher education should have provided for them a rich professional preparation program.

INTERMEDIARY STAGES

Most colleges and universities do not have either the human or budgetary resources to introduce a comprehensive series of program innovations and extensions all at one time. Some colleges across the country are finding that too rapid a change from pilot groups to encompass all students in new programs jeopardizes the maintenance of high quality instruction and learning. Two different types of intermediary stages are suggested here. First, a series of six different shifts from some innovation to full development of new program aspects will be listed very briefly. Second, a list of special emphases extracted from the long range design will be suggested as options for special development.

Faculties in several of the colleges of the Consortium may decide that their institution is not ready to move toward all the goals of the suggested pattern. Fortunately, the program itself contains enough different elements that several very natural intermediary steps are possible and often probably desirable from a developmental standpoint. The following are some of the more intermediary stages paired with the appropriate later stage:

Full-year internship prior to residency - Some colleges may find that some additional experience with a full-year internship, somewhat patterned after the

present optional one, will give a better basis for designing a residency for their students.

Optional pilot residency prior to regular program residency - After a few colleges and several public school systems get some experience operating a residency, officials in both institutions may feel much more confident in moving to greater numbers on a regular basis.

Expanded related direct experiences prior to integrated learning programs - Colleges which have not yet been able to develop programs of substantial field experiences to accompany all professional instruction may decide to design and explore this series carefully, especially those related to methods courses, before moving to integrate completely all instruction with experiences. Such a decision might be made by colleges with adequate laboratories nearby as well as those with laboratories rather distant from the campus, but for different reasons.

On site instruction in methods courses prior to more extensive off-campus integrated instruction - An integrated method-experience package is probably much easier to design and operate than a comprehensive program of off-campus professional instruction and would be a good introductory stage.

Pilot programs of integrated off-campus instruction prior to establishment of formal regional learning centers - The nature of the needed instruction and the dimensions of the learning center can be determined much clearer after some experience teaching several levels of professional instruction off-campus in a pilot situation or two.

Selective changes in instructional approaches prior to overall curriculum modification - Limited resources in staff and budget may dictate developing new instructional approaches in one area or at one level of the professional program at a time. Well-planned continuous programs, provisions for evaluation,

and the gathering of feedback, may enable the development to move more successfully than to introduce a whole new approach throughout the curriculum at one time.

A different approach should also enable institutions to use scarce resources economically and still emphasize improved quality of program during the intermediary stage before implementation of the total projection. A single college or a small group of colleges could decide to put special emphasis on developing one or two important aspects of the projection. Through trying out different variations, keeping careful records, doing extensive preplanned field research and designing procedures to collect continuous feedback from all affected types of personnel, a college should be able to develop practicable designs along with guidelines for design and operation, as well as evaluation procedures.

With these materials shared with all institutions in the Consortium, the developmental costs should be cut considerably. Resources are limited enough so that every institution should not expect to have to "re-invent the wheel" to get its own effective program. The expansion and movement into the total projection could go right on at the same time that this developmental work on specific components was in progress. If some one or more institutions took one or two areas for development, hopefully the Consortium would have a vast resource of "know-how" and back-up data with which to enrich the whole effort. Some of the possible special areas for design and/or development plus appropriate evaluation are listed here:

1. Early major experience for TESs entering the curriculum.
2. Each of several instructional-learning approaches (much work in this area is already going on in Wisconsin institutions).
3. Various types and levels of coordination structures.

4. Full-year residency.
5. Different patterns of clinical experiences for prospective residents.
6. Programs of support for beginning teachers.
7. Long range programs of support for maintaining and enhancing professional competence of career teachers.
8. Self-renewal package for use with residents, beginning teachers and career teachers.

BASIC IDEAS RELEVANT TO THE REPORT

This elaboration of the Task Force Report has been prepared on the assumption that at some point in time the major component parts of a long range projection for teacher education in Wisconsin can be accepted by the W. I. P. Consortium and its cooperating bodies. Following such approval each institution could begin work in its own way toward the larger long range goals. The following stated assumptions, then, are to be thought of as conditions which, it would be assumed, would facilitate that process. They have been organized under four separate groupings.

I. General Concerns

1. Much of the developmental, pilot program and early evaluation effort can be completed both more rapidly and at a higher level of quality through the cooperative effort of all the institutions in the Consortium.
2. Institutions should expect to plan together, accept specific responsibilities and share developed materials as well as the documented results and findings.
3. Substantial changes in a wide range of matters in teacher education in a state can be brought about through an orderly process that should insure

that the changes are improvements and command the respect of all concerned groups. These steps might include:

A. Temporary approval by the Department of Public Instruction (DPI) to specific institutions or agencies to operate given pilot programs and/or new guidelines for a stated number of years.

B. Demonstration of the worth of the change through the pilot program and documentation of the results through pre-planned evaluation procedures.

C. Approval of the change by the DPI for use by all institutions, on the basis of the evidence.

D. In the case of a new regulation or standard, establishment of the new requirement only after the evidence shows that a substantial majority of the cases involved can meet the standard, thus avoiding establishing new regulations which are likely to be disregarded in practice.

4. Conceiving of the change-over to a new teacher education program as a process rather than as an event should facilitate the readjustments necessary in both colleges and public schools, and especially the "retooling" of staff to take over new roles.

5. A regular, annual review of the predictions of knowledgeable persons as to relative demand in the various certificate areas in Wisconsin four years hence should provide counselors in both high school and college with better information for students making such choices. (A perceptual process has just been tested in four states for feasibility, and is ready for use as an inexpensive, easily updated process.)[3]

II. Programmatic Concerns

1. The residency concept is based upon the rationale that a planned period

of supervised beginning teaching as a part of formal teacher education should provide for more professional growth and development than often results from the professional "hazing" and misassignment that have been so common for many beginning teachers.

2. School and college staff members working together should be able to provide a supportive learning environment for residents.

3. Each TFS working as a member of any school-based "instructional team" at any level of responsibility should feel more secure if he knows that there is an "ear" outside the school line of authority to whom he can go for professional counsel, at least at the level of listening.

4. Major shifts and extensions of teacher education programs often involve great risks for a single institution as well as for a small group of students on a pilot program. Such changes can probably be made much more safely and securely when five or more colleges and several school systems embark on these changes cooperatively.

5. Formative rather than summative evaluation is usually more valuable in developing innovative programs, because the data derived from formative evaluation can be used constantly to make improvements in the on-going programs.

6. Good design suggests that all new and developing programs have built-in procedures and devices for constantly gathering evaluative data.

7. Curriculum designers should build into all teacher education programs the opportunity for students to proceed more slowly or more rapidly as their needs dictate and their demonstrated competence warrants.

III. Clinical Experience Concerns

1. All persons working together in arranging and operating clinical experiences are to be considered as "first-class citizens" on an equal partnership basis. In practice this means that school and college personnel should

expect to work together on such functions as planning and designing programs, and in establishing policies as professional equals on a give and take basis.

2. Under most "Center concept patterns" a higher concentration of TESs is built into the design for the Center and its pattern of financing.

3. Faculty and administrators of schools may tend to prefer certain types of placements and tend to have reservations about being used exclusively for pre-clinical students.

4. When college faculty members work cooperatively with school faculties over long periods of time, one of the results tends to be the improvement of instruction both in the schools and in the colleges, as well as the improvement of the experiences provided for TESs.

5. Both interns and residents receive temporary certificates when they begin their service in the schools because they are paid and are given full responsibility for a part-time teacher's role.

6. Respect for a teacher education program increases in rather direct proportion to the competence demonstrated by the TESs for whatever role they are assigned in the schools.

7. Colleges and schools jointly are expected to determine the adequacy of the preparation of TESs for whatever teaching role they are assigned.

8. The assigning agencies -- school and college staff -- jointly determine the adequacy of the placements of TESs, and jointly monitor the TESs' adequacy to continue to perform at expected levels in the schools.

9. Prospective teachers when properly prepared and supervised make a distinct contribution to the quality of a school program.

IV. Fiscal Policy Concerns

1. Colleges should carry the major coordinating and financial responsibilities for all related experiences prior to internships and residencies.

2. The public schools through state funds should carry the major responsibility for supervision and the added cost for employed prospective teachers such as interns and residents; teachers should have released time for this supervisory service.

3. Because of the formulas by which state supported institutions are usually funded, new services and programs, to survive very long, must be tightly tied to the course, credit, fee, schedule and faculty load structure.

4. Small "seed" grants to institutions whose faculties are committed to innovations for which they have well developed objectives can often result in substantial progress. This is well documented by the M-STEP program in seven states.[4]

5. Outside grants can be used very effectively and safely in the developmental stages of tooling up for new programs.

6. Outside grants may commit an innovative project to an early demise if used for major support of an on-going new operation.

7. A group of cooperating institutions can develop new and expanded programs more economically, usually, than one institution alone.

8. State support for student teaching and pre-student teaching laboratory experiences in the schools has been provided in very few states and usually at very inadequate levels.

9. State support through the public schools is now being advocated strongly in those areas where well developed teacher education centers are operating.

10. State support for internships and residencies seems much more possible for several reasons. Interns and residents are issued special licenses and part of their support comes usually through state funds according to

the regular state aid formula. Several states have granted special support levies for the extra cost of supervising interns and residents, and there appears to be no legal blocks to such financing.

11. Extensive evaluation programs can be very costly. In the early stages of the implementation of this projection, colleges and schools need to see that adequate evaluation techniques are built into the programs from the beginning. While detailed, multi-faceted, data gathering programs would often be very useful and highly desirable, simple streamlined procedures can be designed to gather easily tabulated and analyzed reactions from all types of personnel involved. Such limited feedback mechanisms can usually be financed without outside assistance, and can still serve very useful purposes in gathering continuing evidence of the quality of innovative procedures.

POLICY AND PROGRAM ISSUES

In the refinement and implementation of this projection many issues and policy questions will arise. Decisions on these will have much influence on the reception of the program by students, faculty, the schools and the public. Other decisions will have decided bearing on the effectiveness of coordinating structures, and especially upon the fiscal resources that can be obtained to support the program. As indicated earlier, college faculties will of necessity make many decisions affecting program modifications and instructional procedures.

Because the residency in the field of teaching, as projected here, has been explored very little in this country, several issues can be foreseen as very significant for resolution during this developmental period.

Issues on the Residency

1. Shall any academic course credit be given for the satisfactory completion of a full-year residency?

OR

Shall the college staff relationship to the resident and his program be based solely on his registration for independent study credit?

2. Shall the residency be considered part of the initial degree and certificate requirements?

OR

Shall the residency be considered a part of advanced professional development leading toward a professional graduate degree?

3. Shall one organizational and fiscal model for the residency be designed for the pilot period?

OR

Shall two or more organizational and fiscal models for the residency be designed and explored during the pilot period?

4. For the continuing period when the residency becomes the standard requirement, shall one organizational and fiscal model be designed and explored?

OR

Shall two or more organizational and fiscal models be designed and explored?

5. Shall full-year residencies be restricted to pilot programs or as an optional "track" as long as only regular, local school funds are available for the "compensation allocation?"

OR

Shall full-year residencies be inaugurated on a required basis even before special state funds are available to schools to increase the normal "compensation allocation" and thus provide specified released time for members of the "residency team?"

5. Shall residencies under the continuing required program be established as requested and approved in any school and school system?

OR

Shall residencies be permitted only in designated "portal" or "initiation" schools which have special state funds to facilitate this type of program?

Program and Policy Issues

1. Shall colleges be urged to provide preparation in optional specializations for types of communities or patterns of instruction in addition to the usual teaching subject levels and fields?

OR

Shall such preparation become a responsibility of the employing school system as tends to be the case in industry and business?

2. Shall clinical teachers assigned to work with clinical practice students, interns and residents be required to have special preparation and experience before being so assigned?

OR

Shall clinical teachers be assigned clinical practice students, interns and residents whenever they have been recommended and approved for such service by the school authorities, and requested and approved for specific assignments by the college, with responsibility for their competent performance jointly shared by the two institutions?

3. Should the colleges and public schools jointly proceed with a continuous program of cooperative evaluation of the performance and competence of prospective teachers within their current budgets?

OR

Should the schools and colleges jointly carry on only limited spot evaluations of the performance and competence of prospective teachers during their clinical practice assignments and residencies until special appropriations are made for this critical area in the improvement of teacher education?

4. Can an academic bachelor's degree program including a small segment of professional study plus initiation into the role of a practitioner through a residency adequately prepare a person to begin service as a career teacher at an acceptable level of competence?

OR

Can a bachelor's degree program plus a residency combined with a carefully structured in-service teacher education program of two to five years plus emphasis on periodic renewal and recertification provide adequately for producing and maintaining competent career professional practitioners in the schools?

OR

Should the profession of teaching move to a full professional preparation program including pre-professional college study followed by a professional curriculum leading to a professional degree?

IN-SERVICE TEACHER EDUCATION

One of the immediate by-products of the implementation of the field laboratory portion of this projection would be a closer working relationship of

many teachers in the schools with college staff on a more or less continuous basis. Out of this and the cooperative arrangments that develop can grow a much more wholesome climate for collaboration and a whole new concept of teacher education.

For too long teacher education has been conceived of essentially as the preservice education of beginning teachers. Whatever in-service growth activities that were provided in the schools were often special interest activities, isolated and disjointed with many being chiefly adult education -- often excellent in themselves -- but seldom related in any programmatic way to professional competency. Graduate courses at the universities were often equally unrelated; that is, they were often parts of special new professional areas such as administration or counseling. In fact, very few graduate offerings were designed to assist teachers in raising their own skills and solving their own everyday practitioner problems.

For some years now committees and commissions have begun to advocate joining preservice and in-service teacher education and making of the whole a carefully structured continuous program. The evolution of clinical practice and other teacher education centers in the schools has often had the significant result of elevating teacher education as a total process to a position of central focus in the schools. As a result, coordinators of both multi-instructional and small area centers have frequently evolved programs which included both preservice and in-service teacher education. Initially, many of these centers have had both formal and informal in-service programs provided by the colleges and universities to aid the teachers in their teacher education roles.

However, as the teachers became more sophisticated in their teacher educator roles, they began to recognize their own special interests and need for assistance in a wide variety of instructional, curricular, diagnostic, and operational

roles. The happy result has been that in numerous places, functional, comprehensive, in-service teacher education has evolved and become a reality, supported by the cooperative efforts of both schools and colleges.

Another contemporary movement adds even more emphasis to the desirability of expanding this total teacher education concept. Public pressure for accountability has now been added to the continuing institutional programs for teacher appraisal. Also, several professions have recently adopted required programs for periodic renewal, and sometimes even periodic recertification. In teaching, the CBTE movement includes some emphasis in this same direction.

Now widely recognized, two general societal factors are directly related to these movements, making strong pressures in these directions a foregone certainty. The rapidity of change in society, but also in the professions and institutions, and the accelerating growth of new knowledge, together further aggravate the task of keeping up professionally.

As the enrollments in schools begin a period of steady and certain decline, and available manpower for preparation for teaching far exceeds the probable demand, some perceptively suggest that, if schools are to be changed to meet current demands, change must come first to the present teaching staff -- a tremendous challenge to in-service teacher education. This brief review of various influences gives rise to a whole series of suggestions in the area of in-service teacher education.

1. Increasingly all projections of new thrusts in teacher education should be designed to join preservice and in-service teacher education into one integrated pattern.

2. The objectives for teacher education centers, regional learning centers, all the various coordinating structures, and the W. I. P. Consortium

should all emphasize teacher education as a totality and not just pre-service teacher education.

3. Improvement in teacher effectiveness rather than maintenance of initial competence should be the objective of joint school-college efforts. Such mutual improvement could be strengthened by training in teacher self-assessment and self-management as characteristic activities of the career teacher regardless of the level or institution at which he teaches.

4. Those engaged in teacher education, at whatever level, should be encouraged to recognize that all educators throughout their careers should be students of the teaching process. In this role they would be constantly reconstructing their own theory of instruction; reviewing and analyzing new knowledge, new practices, and the results of research; and redesigning, testing, and adapting their procedures in an effort to solve instructional-learning problems as they encounter them.

5. Coordinators of all types of teacher education centers, as well as personnel in a wide range of other school and college positions, should constantly be alert to the problems teachers face and their expressed desires for in-service learning experiences. Such coordinators are in a unique position to facilitate appropriate services to meet identified needs.

6. Recently new processes have been developed for gathering and analyzing teachers' everyday problems.[5]

7. More graduate credit, as well as non-credit, courses should be offered in schools and should be designed to aid teachers in solving their own problems by data gathering, research, analysis and redesign of teaching procedures, try out and evaluation of results.

8. An adaptation of 7, above, can be designed to offer a modest amount of outside assistance to teachers in their first year or two by structuring a

single graduate enrollment over a school year. The instructor, who is already a supervisor in the area, could hold a small number of half-day seminars, and could make an infrequent, on-site visitation as desired by a beginning teacher. Such a pattern can provide individual and group support together with an assured channel to an "ear" outside the school.

9. Both the schools and the colleges can provide training in, and support for the use of self-renewal procedures for problem solving by the teacher on his own with such colleague support as he invites. This process can be easily adapted from the "mini-course" pattern of the Far West Educational Laboratory, and the use of techniques and hardware easily available.

10. As a long range objective, the W. I. P. Consortium could provide leadership in the state by assisting selected school systems and colleges in developing and testing a prototype of a planned program for professional renewal and periodic review of professional competence with or without some type of recertification. The present plan for allocation of funds for in-service activities in schools could provide the seed money for initial progress on such a model.

POINTS OF CONCLUSION

This document includes three major emphases. First, it is an expanded outline of a projected set of goals as a possible blueprint for the improvement of teacher education programs in Wisconsin. Second, the report is an elaboration of some of the major elements of that outline to illustrate how this projection relates to many efforts already in progress in Wisconsin institutions. Third, this document is an initial attempt to delinate some alternative directions, intermediary stages, issues, and concerns which may be pertinent as guidelines in implementing this total projection.

The next steps may include the adoption of some long range projection and thorough study by representatives of all concerned groups to identify strategies for use in moving toward these listed objectives. Some elaboration of specific items in the projection may be useful as an aid to clarity of understanding of such goals, and ways to proceed toward long range goals has been stressed as a part of this document. Further development of both evaluative criteria and refinement of the process itself are a necessity to support progress toward any major improvements for teacher education in Wisconsin.

FOOTNOTES

[1]Joel Burdin and K. Lanzillotti (eds.), A READERS GUIDE TO THE COMPREHENSIVE MODELS FOR PREPARING ELEMENTARY TEACHERS (Washington D. C.: ERIC Clearing House on Teacher Education and the American Association of Colleges for Teacher Education, December 1969).

[2]James C. Stone, BREAKTHROUGH IN TEACHER EDUCATION (San Francisco: Jossey-Bass, 1968), pp. 155-177.

James C. Stone and Clark N. Robinson, THE GRADUATE INTERNSHIP PROGRAM IN TEACHER EDUCATION: THE FIRST SIX YEARS (Berkeley: The University of California Press, 1965).

[3]Eugene W. Huddle, "A Perceptual Process for Predicting Teacher Demand" (unpublished Ph. D. Dissertation at the Ohio State University, 1973. Author can be contacted at Messiah College, Grantham, PA 17927).

[4]Howard E. Bosley (ed.), "An Experiment in Change," TEACHER EDUCATION IN TRANSITION, VOLUME I (Baltimore: Multi-State Teacher Education Project, 1969).

Howard E. Bosley (ed.), "Emerging Roles and Responsibilities," TEACHER EDUCATION IN TRANSITION, VOLUME II (Baltimore: Multi-State Teacher Education Project, 1969).

[5]Donald Cruickshank, et. al., "Problems of Teachers in American Secondary Schools" (Columbus, Ohio: The Ohio State University (mimeographed), January 1974).